

— Educating for the — 'NEW WORLD ORDER'

*Is there a
hidden agenda
within our
education
system to
indoctrinate
rather than
educate?*

— Compiled by Catherine Simons —

The Gary Null interview with Beverly Eakman is from the free airwaves of the People's Pacifica Radio Network, Station WBAI-FM (99.5), New York, USA.

Extracts from Beverly Eakman's book, *Educating For The 'New World Order'*, by permission of publisher, Halcyon House, PO Box 8795, Portland OR 97207-9795, USA.

(See book review on page 76)

FEDERAL GOVERNMENT MIND-CONTROL PROGRAMS SUBVERT US EDUCATION

GARY NULL (GN) (interviewer): There's a lot in our educational system that we're not teaching that should be a part of the curricula. I've invited someone who is now on the line. My guest is Beverly Eakman. She's an author. She's an educator. She is a person concerned in the areas of politics, education and public affairs. She has served as the chief speech-writer for such figures as Richard Carlson, the Director of *The Voice of America*, and Chief Justice Warren Burger. She has also written for various publications.

Welcome to the program, Bev. Let's go to some allegations. And I'd like you to address them in detail, with documentation for each allegation.

BEVERLY EAKMAN (BE): Alright. The allegations in my book, *Educating for the New World Order*, first and foremost are that the [US] Federal Government is developing and establishing curriculum in violation of federal law. The state governments have the right to establish curriculum, but not the federal government.

Secondly, that testing and curriculum are connected to each other, and that both are coordinated and funded using federal dollars (and that is what took four years to uncover) in such a way that the federal government would pick up on it.

Thirdly, that the US Department of Education is in collusion with the Carnegie organisation—primarily with the Carnegie Foundation for the Advancement of Teaching (there are others and they all trade money back and forth)—and that they are also in collusion with state education agencies, which they have revamped and restructured, so that they could help turn around the educational system in a completely different fashion, dedicating it to totally different ends.

That brings me right into the fourth allegation: Privacy Act violations are rampant, particularly with regard to the computerisation of testing and survey devices in conjunction with the use of social security numbers and other identifiers which permit data to be linked with the federal and state computer systems. And, of course, that does lead to this dossier-building capability.

The fifth allegation is that state and federal education agencies are fraudulently passing off attitudinal, psychological and behavioural surveys, studies, tests and curricula as academic and substantive learning. In fact, Bob Gray of the Privacy Office up there in Washington, said that our best case probably was fraud. He had the fraud hotline, as a matter of fact. And he said that it was one of the best cases of fraud he'd ever heard.

The sixth allegation is from the professional literature associated with the testing and survey devices that we found via computer. Those learning programs—when you get the administrative literature and the interpretive literature—state plainly what the thrust of the materials are. But this information is kept from parents and the casual investigator. In other words, when they came out of the computer, if they were psychological therapy, it said so. But nothing like that is stamped on the material once the teacher has it in hand or when the parents get hold of it.

The seventh allegation is that in the process of refining these attitudinal, psychological and behavioural strategies that are being used in the classroom, the government, through its tax-supported labs and centres (which is where a lot of this stuff comes out of), is supporting a policy of irresponsible scientific experimentation. That is, the government is subsidising the practice of medicine without a licence, in effect. The experiments are poorly controlled, the repercussions are not fully understood, and the strategies themselves are often not fully accepted by professionals in the field.

And finally, the last thing: the book alleges that a political weapon is being created, wittingly or unwittingly, as the result of computerisation, which allows personal information to be linked in such a way as to generate dossiers on individuals and families, demographic, religious and ethnic groups.

The way I weave the story together is through a Pennsylvanian woman named Anita Hoge who basically uncovered it because of the complaint that she lodged back in 1986. And what we found is that the state bureaucracies, the state education agencies, the way they are configured today, are serving as the fall-guys. They are really taking the heat off the federal government by making it look like these are decentralised policies—that these are state initiatives when they're really not.

These initiatives, for instance, to do testings and to set goals according to behavioural objectives—these are *federal* mandates, and you have to go very far into it to find that and really hold that over their heads. And then finally they will admit, yes these were federal mandates. Yes, we had to do this.

GN: Alright. Let's look at this in a larger context. What you seem to be saying is that the federal government or certain agencies of the federal government have taken it upon themselves to have a special agenda in education—in effect, creating a curriculum that would allow a whole group of people to be educated based upon what they consider 'right thinking', 'right philosophy', 'right attitudes'. Now, of course, those are going to be 'right', based upon the people who created them.

BE: Exactly.

GN: And they are not taking into consideration individual, cultural and religious differences. They are simply saying: "We all should think the same way to serve a particular political agenda." In effect, we are creating a nation (in a lesser form) of a "Manchurian Candidate" attitude.

BE: Yes, that's correct. That's a good way of putting it.

GN: In other words, we want everyone to be in line so that whoever may be in control economically and politically—whatever they would suggest, whatever policies, programs, platforms or laws they would pass—there would be no opposition to it because the educational system would have *kept* people on 'the right side' of the issue, which is *their* side.

BE: That's correct. And another thing that they want to do is to choose the '*right people*' to be in positions of authority. You don't want these kids coming out of school and having the '*wrong*' attitudes, but then, to make matters worse, going into the '*wrong*' fields where they have a lot of influence.

It's sort of like how we choose our potential Olympic champions. We look for them among the young. And this is, more or less, what these people are doing too. They're scouting, in many ways, through these tests. And those are the ones who are going to get into the best colleges and universities. They *do* track this information on up to your college years and beyond. Now they can do it even beyond. They haven't, so far, but they can, as of the past couple of years.

In fact, they want to wipe out religion, it seems, as much as possible. They don't care what religion it is. All religion is fair game because that, apparently, does not go along with their agenda at all. But when you say 'a political agenda', we're really saying that a political weapon is being created. No one knows who is going to be sitting at the helm of world affairs in another twenty years. We can't look into the crystal ball and predict that with real accuracy. And these people want to *be* sitting at the head of world affairs in the next twenty years. This is what they have in mind. They want to be controlling world affairs, even if they are not physically sitting in that seat. They want to be able to control that seat.

(Source: *People's Pacifica Radio Network, Station WBAI-FM (99.5), 505 Eighth Avenue, 19th Floor, New York, NY 10018, USA; ph. (212) 279 0707*)

*Should we let
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educators
loose on our
children?*

EDUCATION AND BIG BROTHER— DATA COLLECTION FOR THE NEW WORLD ORDER

One of the more disturbing, if not frightening, aspects of the Outcome-Based Education revolution is its obsession with data collection. But it all makes sense if you see it from the point of view of the educational totalitarians whose aim it is to use behavioural psychology for the purpose of modifying and controlling human behaviour. Thus, the National Center for Education Statistics has been designated by the psycho-educators to be the recipient of computer dossiers on every school child and every teacher in America.

According to Beverly Eakman's book, *Educating for the New World Order*, the supercomputer system already exists. It is called the Elementary and Secondary Integrated Data System and it will be

linked with all of the other federal computer networks collecting data on American citizens. Vice-President Al Gore has been in the forefront of the effort to create a 'national superhighway for computer information', and, as Senator, he introduced the Supercomputer Network Study Act of 1985 which Congress enacted into law.

That this data-collection program has been in the works for some time is indicated by the existence of a Handbook issued in 1974 by the National Center for Education Statistics on State Educational Records and Reports.

According to the *Student Data Handbook for Elementary and Secondary Education* developed for the US Department of Education by the Council of Chief State School Officers, the National Cooperative Education Statistics System was established by the Hawkins-Stafford Education Improvement Amendments of 1988 (PL 100-297) "to involve state and federal governments in a mutual effort to produce state-comparable and nationally-uniform data on public and private school systems".

Permanent Student Records

To understand how all of this works, you have to get down into the bowels of Washington's educational bureaucracies. For example, the National Center for Education Statistics (NCES) is the grand

overseer of all of this data collection. In 1991, it awarded a three-year contract to the Council of Chief State School Officers (CCSSO) "to facilitate the implementation of a national education data system". The project was called the Education Data System Implementation Project (EDSIP). Two years prior to EDSIP, the NCES began constructing "an interstate student records transfer system, currently called ExPRESS", an acronym for Exchange of Permanent Records Electronically for Students and Schools. The function of ExPRESS is given as follows:

"This activity has included the development of standard data elements for inclusion in an electronic student transcript and a pilot exchange of student records across school districts and from districts to institutions of higher education. The system is now ready for further development, including the appointment of a Governing Board, making formal arrangements with a communications network for exchanging the records, and expansion to more sites."

EDSIP also included implementing a Personnel Exchange System for sharing state expertise in solving education data problems, the development of an Information Referral System for sharing information to improve data systems across states, and the development of student and staff data handbooks.

The CCSSO has carried out two other projects for the NCES. The first, the Education Data Improvement Project (1985-88), "analyzed each state's capacity to provide standard, comparable, and timely data to NCES on public elementary and secondary school and school district, staff, students, revenues and expendi-

tures". The second project was the New Education Data Improvement Project (1988-91) to provide technical assistance plans for each state, which addressed the state's problems in responding to Common Core of Data requirements.

All of these projects are

essary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Since the US Department of Education determined through its \$12-million survey that about half the adults in America can barely read and write, it makes one wonder how Goal 5 is to be achieved by the

year 2000 without all of these poor readers being given crash remedial reading courses in intensive systematic phonics. That will never happen. So what is the real purpose of Goal 5? It has something to do with the "responsibilities of citizenship."

Enter Anita Hoge

For a better idea of what the government has in mind, let us look into a publication put out in 1975 by the Pennsylvania Department of Education. Its title is *Getting Inside the EQA Inventory*. EQA stands for Educational Quality Assessment and it was meant to be a prototype for measuring national objectives. This is the document that got Anita Hoge, the indefatigable Pennsylvania mother, into a David and Goliath struggle with the Federal and Pennsylvania governments over a parent's right to see the psychological tests which were being given to her child in school without her knowledge or consent. Beverly Eakman's book is about Anita Hoge's saga, without which we would know very little about the data collection plans of the government. The document

states (p. 19):

"Viewed in its broadest sense, responsible citizenship implies a respect for law and proper authority, a willingness to assume responsibility for our own actions and for those of the groups to which we belong."

"Opportunities should be provided for pupils to cooperate and work toward group goals and to demonstrate integrity in dealing with others. Pupils should be

A Parent's View of OBE

The following are excerpts from a letter by Karin Knittle-Small, a parent in West Chester, Pennsylvania, and Chairman of Daniel Boone Concerned Parents, published in the *Daily Local News*, 24 August 1993:

"For the past two years, my children have been exposed to the OBE (outcome-based education) monster. Disguised as intervention programs, OBE and the Daniel Boone School District have robbed my children of valuable academic time—instead concentrating on feelings, self-esteem, acceptance of others, and family living programs."

"With the use of relaxation tapes, chanting exercises, group encounter situations, emotional stories, and worksheets designed to elicit personal information about students and their families, the Daniel Boone School District and schools across the nation have been watering down academic curriculum for years."

"Since OBE's inception in our school district five years ago, parents and taxpayers have watched SAT scores decrease by 2.5 per cent and taxes increase by 68 per cent. So much for OBE proponents' claims that more money will create better education."

"Personally, I have witnessed my children being changed dramatically. Being of Amerasian decent, my children have been raised to look beyond skin colour and accept people regardless of race or background. Group encounter programs that encourage young children to point out their differences have changed that."

"Suddenly, young children who never saw skin colour or ethnic background as a barrier towards friendship are building social walls. Not only have my children been excluded by these social walls, but they have also constructed some of their own."

"Academically, my children have also changed. My gifted son, academically bored, has found more disruptive ways to occupy his mind. My average daughter struggled through her homework assignments because she didn't have her "cooperative partner" to copy answers from..."

"It's time for educrats to be truthful with parents. OBE is an expensive psychological experiment, and our future generations are the guinea pigs."

being carried out by highly-efficient bureaucrats who love to micromanage the details of data collection, with no thought of what all of this means to American freedom.

The federal government's rationale for collecting all of this data is that it is needed to see if the nation is reaching the national goals set by Goals 2000. Goal 5, for example, states: "By the year 2000, every adult American will be literate and will possess the knowledge and skills nec-

given the chance to take the initiative and assume leadership for group action as well as lend support to group efforts as followers."

Apparently, according to government bureaucrats, "responsibilities of citizenship" has more to do with collectivist activity than with an understanding of the US Constitution. In fact, if you analyse what the educators will be testing in order to determine whether or not the student has achieved the desired goal, you will see that they have a very strange idea of what citizenship is all about.

The Pennsylvania Department of Education says: "The display of responsible citizenship behaviours like honesty or integrity are most often situational." In other words, there is no absolute standard of honesty or integrity. The document continues:

"A person's display of good citizenship behaviour under one set of motivating conditions tells us little about the way he or she can be expected to act if those conditions are altered. The context in which the behaviour is elicited therefore becomes at least as important in determining the outcome as the predisposition of the individual involved."

What kind of questions are asked in such an assessment? The document continues:

"Fifty-seven items measure willingness to exhibit good citizenship in many social situations under a variety of motivating conditions. Social contexts are given by 19 situations, each posing a problem and suggesting an action predefined as good or poor citizenship. Each story has three items which list positive or negative consequences resulting from the action. Students are asked to decide whether to take the action for each consequence."

"Sample question (grade 11):

There is a secret club at school called the Midnight Artists. They go out late at night and paint funny sayings and pictures on buildings. A student is asked to join the club. In this situation, I would join the club when I knew:

- (a) my best friend asked me join;*
- (b) the most popular students were in the club;*
- (c) my parents would ground me if they found out I joined."*

The assumption is made that the child would join the organisation under some circumstance. It is the duty of the testers to find out what that circumstance might be.

What is more significant, however, is

that there is a predetermined correct answer for each choice—and it is probably not the one the average parent would expect. The possible responses for each of the choices above are "yes", "no" or "maybe". For choice (a), the state-desired response is a surprising "yes". The reason for an affirmative answer here, according to the scoring mechanism booklet, is that it demonstrates a "willingness to honour self-made commitments to individuals or groups". Thus the student gets one point for an affirmative answer and a zero for "no"—the answer that supports an ethic against vandalism.

For situation (b), the state-desired response is "yes" again. This answer demonstrates conformity to group goals, a bowing to group consensus, and makes it the preferred response.

The oddly-phrased choice (c) is an attempt to find out whether the child will obey if punishment is expected to result from disobedience. In other words, can this child be controlled through reward and punishment? If punishment from any authority figure (including the state) is incurred, will the child obey? That may sound positive, but put in the context of the other test questions, a somewhat troublesome picture emerges.

The responses of all the children in the district to the test questions are tallied and compared with the state-desired responses. From this will be determined the areas of 'weakness' for each school district, and curriculum will be adjusted accordingly.

These are the kinds of psycho-questions that will be asked and tabulated by all of these expensive computer data collection systems. Our government will be spending billions of dollars to collect this 'information' so that our socialist educators can determine what kind of brainwashing is needed to create the new socialist man.

How Are Attitudes Corrected?

The way in which it is done is by what are called "strands". And these are, I guess the best way to put it is 'mini courses', 'mini classes' which are inter-disciplinary in nature. They are spread out through the subject areas; all subject areas—English, History, whatever. And they're brought in at opportune moments. They consist of films sometimes. Sometimes it's just a social type of exercise, like a lifeboat exercise which I'm sure a lot of you have heard about. Various things like that. And they're brought in through what is called the "intermediate unit". At least that's what

it's called in Pennsylvania. Some places call it the "educational special unit" or something like that. Other states call it by different names, but it all amounts to the same thing.

The "intermediate unit" is a van, and it carries these materials from one school district to another, and even to private schools that accept federal funds.

SCANS

There is also the matter of SCANS, the Secretary's Commission on Achieving Necessary Skills. The Secretary in this case is not the Secretary of Education, but the Secretary of Labour. One of the ways the psycho-educators have been able to recruit support from big business for Outcome-Based Education and school restructuring is by promising to turn out well-trained students for the workforce. In other words, the federal government will become involved in training students for specific jobs based on the needs of the economy, which is what the Communist government of the Soviet Union did in the past.

In order to earn a Certificate of Initial Mastery, the student will be required to learn specific skills for a specific job. Which means that for most American students, public education will become a form of job training, with little emphasis on the academic skills and knowledge which traditionally were considered to be the most important aspect of education, public or otherwise.

Data from the student's computerised record will be used to create a *Résumé* summing up the student's workplace competency, personal qualities, academic courses, extracurricular activities, etc. In other words, each student will be under total administrative control by the educational and labour bureaucracies, guided, trained, and brainwashed by the psycho-educators to behave in a manner acceptable to the powers that be.

Is that what people want from their public schools? Probably not. But whether or not they do anything about it is still to be seen. ∞

(Sources: (1) Sam Blumenfeld, The Blumenfeld Education Letter, vol. 9, no. 5, May 1994, PO Box 45161, Boise, ID 83711, USA. (2) Beverly K. Eakman, Educating for the 'New World Order', Halcyon House, 1991 (PO Box 8795, Portland OR, 97207-8795, USA; phone (503) 228 6345; fax (503) 228 3961). (3) Gary Null interview with Beverly Eakman, People's Pacifica Radio Network, Station WBAI-FM, New York, USA)